

Faculty of Health
Department of Psychology
PSYC 3410 3.0 (A): EDUCATIONAL PSYCHOLOGY
Tuesdays 8:30-10:30 am (VH B) & Thursdays 8:30-9:30 am (CLH A & B)
Fall 2017

Instructor and T.A. Information

Instructor: Raha Sheivari

Office: 150C BSB

Office Hours: By appointment

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T.A.	Karen Rebecca Black
Email	krblack@yorku.ca
Office	TBD
Office Hours	By appointment

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [Moodle](#)

Course Description

The purpose of the course is to develop an understanding of psychological ideas and research relevant to education and to conceptualize their application to educational practice.

Psychological constructs such as learning, cognitive processes, experience, motivation, and self-regulation will be used as bases for examining contemporary educational practice. The progressivist theories of John Dewey provide the starting point for our course. Dewey's progressivist/constructivist approach will then be contrasted with traditional approaches to education, and considered in light of various contemporary challenges in fostering meaningful and democratic educational experiences.

Course Format

The course format consists of two hours of lecture on Tuesdays, 8:30- 10:30 am (VH B), and one hour of small group discussions on Thursdays, 8:30-9:30 am (CLH A & B).

On Thursdays, students with surnames from **A-Ki** should meet at **CLH A** and those with surnames from **Ko-Z** at should meet at **CLH B**.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in educational psychology.
2. Articulate trends in educational psychology.
3. Express knowledge of educational psychology in written form.
4. Describe and explain limits to generalizability of research findings in educational psychology.
5. Demonstrate ability to relate information in educational psychology to own and others' life experiences.

Specific Learning Objectives

- Developing an ability to think critically about the pros and cons of a given educational approach.
- Explaining the relevance of psychological research findings for educational methods.

Required Texts

Dewey, J. (1938/1997). [*Education and Experience*](#), New York: Simon & Schuster.

Kuhn, D. (2005). *Education for Thinking*. Cambridge, MA: Harvard University Press.

All other course readings will be provided on the class page on Moodle.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Weekly Group Discussions	Thursdays 8:30-9:30 am	5%
Weekly Online Reflection Responses	Mondays at 11:59 pm	10%
Midterm Exam	October 17 th , 2017	25%
Course Project	December 5, 2017 at 11:59 pm	25%
Final Exam	TBD	35%
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Total		100%

Description of Assignments

Group Discussions. A central feature of the course is the small-group discussion that takes place during the Thursday class meetings. In groups of four, students discuss questions and issues based on that week's assigned reading. The purpose of this discussion is collaborative development of the group's understanding of course concepts. Each group is asked to document their discussion, typically by keeping minutes of the discussion. These minutes are handed in to the course director or TA immediately after the discussion. Small group discussions are most productive when the participants have read weekly readings prior to the discussion. Therefore, students are expected to study the assigned readings *before* Thursday class meetings.

Weekly Online Reflection Responses. Following the Thursday class meetings, each student will post an individual reflection on at least one of the questions from the small-group discussion on Moodle's discussion forum. The purpose of the online reflection responses is to motivate students to stay on schedule with the readings and to prepare them for examinations. **The deadline to submit online reflection response is on Mondays at 11:59 pm.** For example, the response for Sept 14th discussion should be submitted by Monday, Sept 18th at 11:59 pm. (see the late penalty on page 4)

Course Project. Students will be asked to watch one of the movies about education from the list of movies available on the Moodle website. The final paper in the course will be an analysis of the educational philosophy or philosophies evident in this movie. The student will be expected to draw on the various theories discussed in the course both to identify the dominant educational philosophy at work in the movie and to assess its application and effectiveness. More information about this assignment will be available later in the course. The purpose of the paper is to prompt students to critically apply the course concepts using a specific example of education. (See the late penalty on page 4)

Examinations. A midterm examination will be held in October, and a comprehensive three-hour final examination will be held during the December examination period. The purpose of examinations is to allow students to demonstrate their understanding of course concepts and ability to make meaningful connections among them. More information regarding the format of exams will be available later in the course.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2017-18](#))

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

The physician statement must be dated within two days of the missed exam. A note dated a week after the examination date stating that you were sick on the day of the exam will not suffice. Tests or examinations missed on the grounds of non-medical circumstances must be supported by appropriate documentation (i.e., death certificates, obituary notice, automobile accident reports, airline/train/bus ticket/receipts with date of booking on ticket, etc.). Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure and return dates.

Missed Test Procedure

In terms of a missed test or exam, the student must contact the instructor and TA by e-mail within 48 hours of the examination. Be sure to clearly state your name, student number, course and contact information. If you are unable to contact the course instructor or TA within this timeframe, subsequent documentation accounting for the delay must be provided.

In the case of a make-up test/exam, the student must be prepared to write within the week following the missed test. It is the student's responsibility to check with the instructor, TA, and/or course website as to the date/time of the make-up. A conflict in another course during the time of the make-up is not an acceptable reason for missing the make-up. Missed make-ups must be supported by appropriate documentation. Failure to provide appropriate documentation will result in a grade of F on the missed test.

Important New Information Regarding Missed Tests

For any missed tests or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

Late Penalty on Course Project Paper

The penalty for late course project papers will be a letter grade per day late (B+ becomes C+), so it is recommended that students begin writing their papers early.

Late Online Reflection Submissions

Online reflection responses should be submitted by **Monday at 11:59 pm** each week. Responses submitted after this deadline won't be accepted.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2017-18 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 17
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 18	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 10	Feb. 9	March 9
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 11 - Dec. 4	Feb. 10 - Apr. 6	March 10 - Apr. 6

***Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Electronic Device Policy

Students are asked to refrain from texting or otherwise using cell phones during class. Those observed doing so will be publicly asked to leave the classroom. If you have an urgent need to check messages, call or text, please feel free to leave the classroom to do so and return when you are finished. Recreational (nonclass-related) use of laptops or readers in class is also discouraged. Please do everything you can to contribute to learning environment that is respectful of your fellow students.

Attendance Policy

Plan to attend all class meetings, since substantive material will be covered during Tuesday lectures that is not necessarily in your readings. Also 5% of your participation grade is based on your attendance to Thursday group discussions. Failure to attend Thursday discussions results in losing a percentage of participation grade allocated to each meeting. Please note that the instructor will not lend out lecture notes; it is your responsibility to borrow a classmate's notes or have someone audiotape the lecture if you must miss a class.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#).

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 3410 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Reading Schedule

Week 1 (September 12 & 14)

The Significance of Education
(*Why is schooling important?*)

Dewey, J. (1916). *Democracy and Education*. New York: Macmillan.

Chapter 1: Education as a Necessity of Life

Available Online

<http://xroads.virginia.edu/~HYPER2/dewey/ch01.html>

Thorndike, E. L. (1910). The contribution of psychology to education. *The Journal of Educational Psychology*, 1, 5-12.

Available Online:

<http://psychclassics.yorku.ca/Thorndike/education.htm>

Kuhn, D. (2005). *Education for Thinking*. Cambridge, MA: Harvard University Press.

Chapter 1: Why go to School?

Week 2 (September 19 & 21)

Traditional vs. Progressive Education
(*What “progressive” means*)

Dewey, J. (1916). *Democracy and Education*. New York: Macmillan.

Chapter 2: Education as a Social Function

Available Online:

<http://xroads.virginia.edu/~HYPER2/dewey/ch02.html>

Dewey, J. (1938/1997). *Education and Experience*, New York: Simon & Schuster.

Chapter 1: Traditional vs. Progressive Education

Kuhn, D. (2005). *Education for Thinking*. Cambridge, MA: Harvard University Press.

Chapter 2: What are we Doing Here?

Week 3 (September 26 & 28)

Thinking & Experience in Education

(What is Dewey's definition of thinking & experience? What goes on in middle-school classrooms in the name of inquiry learning?)

Dewey, J. (1916). *Democracy and Education*. New York: Macmillan.

Chapter 11: Experience and Thinking

Available Online:

<http://xroads.virginia.edu/~HYPER2/dewey/ch11.html>

Chapter 12: Thinking in Education

Available Online:

<http://xroads.virginia.edu/~HYPER2/dewey/ch12.html>

Kuhn, D. (2005). *Education for Thinking*. Cambridge, MA: Harvard University Press.

Chapter 3: Learning to Learn

Week 4 (October 3 & 5)

Introduction to Inquiry

(How can Dewey's theory of thinking be implemented in a traditional classroom?)

Kuhn, D. (2005). *Education for Thinking*. Cambridge, MA: Harvard University Press.

Chapter 4: The Skills of Inquiry and Chapter 5: Developing Inquiry

Week 5 (October 10 & 12)

Education as the Result of Experience

(What are the characteristics of educative experiences?)

Dewey, J. (1938/1997). *Education and Experience*. New York: Simon & Schuster.

Chapter 2: The Need for a Theory of Experience and Chapter 3: Criteria of Experience

Rogoff, B., Paradise, R., Mejía Arauz, R., Correa-Chávez, M., & Angelillo, C. (2003). Firsthand learning through intent participation. *Annual Review of Psychology*, 54, 175-203.

Week 6 (October 17 & 19)

Democratic Criteria of Education

(*What is democratic education & how can it be practiced in educational settings?*)

Midterm Exam (25%)

Dewey, J. (1916). *Democracy and Education*. New York: Macmillan.

Chapter 7: The Democratic Conception in Education

Available Online: <http://xroads.virginia.edu/~HYPER2/dewey/ch07.html>

Kuhn, D. (2005). *Education for Thinking*. Cambridge, MA: Harvard University Press.

Chapter 6: Why argue?

Suggested Reading: Banks, J. A. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher*, 37, 129-139.

*(October 17th readings will not appear on the midterm exam. There will be no small group discussions on Oct19th. Instead, we will be meeting at CLH A for an hour of lecture. Online reflections on this week's materials are still due on Monday, Oct 23th).

Week 7 (October 24 & 26)

Introduction to Argument

(*How argument skills can be developed and what are some of the challenges in developing these skills?*)

Kuhn, D. (2005). *Education for Thinking*. Cambridge, MA: Harvard University Press.

Chapter 7: The Skills of Argument and **Chapter 8:** Developing Argument Skills

Trosset, C. (1998). Obstacles to open discussion and critical thinking: The Grinnell College study. *Change*, 30, 44-49.

Suggested Reading: Bickmore, K., & Parker, C. (2014). Constructive conflict talk in classrooms: Divergent approaches to addressing divergent perspectives. *Theory & Research in Social Education*, 42 (3), 291-335.

*(There will be no group discussions on Thursday, Oct 26th due to Fall Reading Days. However, online reflections are still due on Monday, Oct 30th).

Week 8 (October 31 & November 2)

Education for Intellectual Freedom & Autonomy

(How can educators cultivate students' intellectual freedom?)

Dewey, J. (1938/1997). *Education and Experience*. New York: Simon & Schuster.

Chapter 4: Social Control, **Chapter 5:** The Nature of Freedom and **Chapter 6:** The meaning of Purpose

Kamii, C. (1984). Autonomy: The aim of education envisioned by Piaget. *The Phi Delta Kappan*, 65, 410-415.

Vassallo, S. (2013). Critical pedagogy and neoliberalism: Concerns with teaching self-regulated learning. *Studies in Philosophy and Education*, 32, 563-580.

Week 9 (November 7 & 9)

Education as Reconstruction

(How to organize the subject-matter of progressive education for a meaningful reconstruction of experience?)

Dewey, J. (1938/1997). *Education and Experience*. New York: Simon & Schuster.

Chapter 7: Progressive Organization of Subject Matter and **Chapter 8:** Experience-The Means and Goals of Education

Perlstein, D. (2016). Class. In A. J. Angulo (Ed.), *Miseducation: A history of ignorance making in America and abroad* (pp. 123-139). Baltimore: John Hopkins University Press.

Week 10 (November 14 & 16)

Structural Inequalities in Education

(How social and economic inequalities lead to differential educational outcomes?)

Stokas, A. G. (2015). A genealogy of grit: Education in the new gilded age. *Educational Theory*, 65, 513-528.

(Only read the first four pages including the abstract, pp: 513-516)

Fine, F. & Ruglis, J. (2009). Circuits and consequences of dispossession: The racialized realignment of the public sphere for U.S. youth. *Transforming Anthropology*, 17(1), 20-33.

Prilleltensky, I. (2014). Education as transformation. In T. Corcoran (Ed.), *Psychology in Education* (pp. 17-35). Rotterdam: Sense Publishers.

Week 11 (November 21 & 23)

Culturally Relevant Pedagogy

(How to teach culturally diverse classrooms?)

Ladson-Billings, G. (1995). But that's just good teaching! The case of culturally relevant pedagogy. *Theory into Practice*, 34 (3), 159-165.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass Publishers. (**Chapter 4: We are Family**)

Week 12 (November 28 & 30)

Testing, Outcome Based Learning and Practicality

(Whatever happened to music and art classes?)

Kuhn, D. (2005). *Education for Thinking*. Cambridge, MA: Harvard University Press.

Chapter 9: Becoming Educated

Slouka, M. (September, 2009). Dehumanized: When math and science rule the school. *Harper's Magazine*, 319, 32-40.

Available online:

<http://www.harpers.org/archive/2009/09/0082640>

Wien, C. A. & Dudley-Marling, C. (1998). Limited vision: The Ontario curriculum and outcomes-based learning. *Canadian Journal of Education*, 23, 405-420.

Course Project Paper Due (25%) December 5 at 11:59 pm via Turnitin link on Moodle.